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ABSTRACT

This paper provides techniques and resources for integrating peace education into early childhood education programs. After discussing the history of peace education in the United States and its role in an increasingly diverse society, the paper provides curriculum ideas and best practices for use in early childhood peace education. The need to employ developmentally appropriate practices which emphasize self-awareness, awareness of others, conflict resolution, problem solving, global awareness, and an appreciation of the arts and sciences is stressed. Specific suggestions for preschool children, primary grade students, and parent involvement are included. The paper also discusses the development and implementation of an action plan to integrate peace education into the curriculum. A discussion of books, journals, electronic resources, and national organizations that can play a part in the development of a peace education curriculum is included. An appendix contains a 52-item resource directory. (Contains 97 references.) (MDM)

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ED 390 565

INTEGRATION/INFUSION OF PEACE EDUCATION INTO EARLY CHILDHOOD EDUCATION PROGRAMS

by

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I. Rationale

In the opening years of the l990s, peace education has engaged the attention of the American Educational Research Association with creative, innovative visions of theories, practices, and a curriculum that could benefit America's schools, its children, and young people. Peace education has also been identified as an "alternative curriculum" for early childhood education, the ages of birth through age eight (Spodek, 1993; Spodek & Brown, 1993).

On a similar pathway, also during the past decade, an evolutionary process has been underway, involving national and international early childhood organizations in the creation of a growing research base for theory, curriculum, and resources. Included among these discussions, has been growing concern for the inroads of violence in young lives. Position statements, guidelines for theories of nonviolence and suggested practices have been published that integrate programs to prevent or reduce violence (NAEYC, l990, l992; Johnson & Johnson, 1991,1995; Kautter, 1995; Lantieri, 1995; Lindquist & Molnar, 1995).

The infusion/integration of peace education into the educational mainstream has also been a related goal proposed in previous conferences (Hinitz, 1994a; Turner & Bey, 1994; Nelson, 1988), while other members of the Peace SIG have contributed to a valuable knowledge base for peace education (Harris, 1988, 1991, 1994; Turner & Bey, 1995; Schrum, 1991). While these visionary efforts for the progress of peace education have not been universally accepted, nor even implemented to any great degree in most early childhood settings, similar efforts have been proposed by others at regional, national and international early childhood conferences (Backstrom, 1986, Shoji, 1983; Hinitz, 1994b, 1995a; b). Hopefully, the potential for acceptance is an encouraging sign.

In the closing decade of the century, the distinct possibility for expanded communications, through new technology, has opened a new window of opportunity for transformation and change, through collegial networks. Barriers to understanding can be replaced with open communication, Conversations with experts, dialogue with influential colleagues, once limited to brief meetings at annual conferences, have become more commonplace through linkages on Internet and the World Web. Clearly, the expansion of possibilities for the discussion of new theories, resources, and curriculum via technology, can exert a major influence on future educational policies worldwide.

For all of these reasons, those with interests in the field of early childhood education may view this period as a unique, historical opportunity for the infusion/integration of peace education into the curriculum. The historical roots of peace education extend back to the mid-nineteenth century, yet also have applications for current and future education . While there are multiple definitions of peace education, teaching about nonviolence, conflict resolution, economic well-being, political participation, and concern for the environment - education for peace and social justice - will be the definition used as a common ground for discussion (Stomfay-Stitz, 1993).

A brief glance backward at the roots of peace education may be warranted. Peace education has been truly a "hidden history" promoted at various times by several disciplines, notably psychology and sociology. Peace education may be viewed as an "umbrella" construct that has sheltered several concepts included in the above definition, including international educational, global education, and education for international understanding. At various times, during World War I and the years that followed, peace education was a victim of guilt by association, lumped into groups described as "pacifist/socialist", viewed with suspicion or

labeled as subversive or unpatriotic. In addition, throughout the Cold War, any group tinged with the name of "peace" would have been viewed with suspicion, as perhaps a tool of Soviet propaganda. The times have changed. Those suspicions have been replaced with fear related to the current epidemic of violence in society. Against this backdrop, peace education deserves a fresh appraisal.

Furthermore, concerned educators have joined forces with colleagues from the medical, nursing and public health sectors, from psychology, sociology, and other social sciences, in a valiant effort to stem the roots of violence that has deeply affected American children and youth. Education about nonviolence and the roles of peace education and conflict resolution may finally reach new groups of more receptive colleagues.

In addition, demographic reports in the past decade revealed the increasingly pluralistic nature of American society with minority children of color already forming the majority in many urban school systems. Such reports buttressed the deeply-held beliefs of many educators for several decades that teaching peace and tolerance to America's young may be needed for survival in a vastly changed nation in the new century. Equally troubling have been reports concerning inequities in economic, political, and social spheres, literally an American society carved into socioeconomic groups described as "haves and have-nots." Increased advocacy for both peace and social justice offers a solid rationale for action.

The mid-nineties may be the right moment in history for serious consideration of the integration of peace education into America's schools. The field of early childhood education has been bolstered by decades of research that confirms the developmental importance of the early years, as a window of opportunity to influence positively children's future lives. Early childhood

education is a time period that holds promise for long-lasting influence. The first steps toward a lifetime of peaceful, non-violent activities are taken during the early years, as children begin to mature and put into place their cognitive and affective frameworks.

II. A Curriculum and Best Practices for Early Childhood Peace Education(Birth through Age 8):

In recent years, discussions about a potential peace education curriculum for young children have centered around several themes, such as (1) fostering cooperation; including skills to resolve conflicts; (b) respect for self and others; (c) appreciation of diversity; and (d) the role of pervasive, cultural violence, including television, video games, movies, and dramatic play portrayals that are stimulated by toys and action figures, such as Ninja Turtles or Power Rangers (Yusem, K., 1994, December). Expansion of these themes and their incorporation into the mainstream hold promise also of a way to implement the tenets of the United Nations Convention on the Rights of the Child (Bäckstrom, 1986, 1989; 1992; Balke, 1992; Griffin, 1989; Hinitz, 1989).

At the core of a peace education curriculum are the generally-accepted guidelines formulated as best practices for early childhood settings known as Developmentally Appropriate Practices (Bredekamp, 1988). Since they were first published, these practices have been discussed, debated, and finally recognized as containing elements of a peace education curriculum (Hinitz, 1994a); The Developmentally Appropriate Practices(DAP) have also been described as containing: (a) development of an awareness of self, especially the child's self-concept (b) an awareness of others, especially the community; (c) conflict resolution and problem solving; (d) a love of nature and inclusion of science; (e) global awareness and multicultural education; and (f) stimulation of the child's imagination through the creative arts (Hopkins, Winters & Winters, 1988,1990).

Of equal importance are the inclusion of prosocial skills, such as cooperation, caring and concern for others, appreciation of the similarities and differences among people, along with skills to problem solve when conflicts arise and basic skills for children to resolve them peaceably. At the core of these skills is recognition that there are alternative responses, other than violence.(Carlsson-Paige & Levin, 1985).

The environment or setting for the child, as a basic element that fosters synergy in a peace education curriculum has also been recognized (Slaby, Roedell, Arezzo & Hendrix, 1995). The peaceable classroom has a strong impact upon the development of attitudes about self and others and the skills children can learn for coexistence in groups. The teacher may be the key element as the role model and enhancer of prosocial behavior and peaceful attitudes (Stomfay-Stitz, 1992). Others, especially in Montessori programs, have already incorporated the philosophy of their founder, Maria Montessori, a pioneer peace educator, whose landmark book offered a blueprint for an ideal, prepared environment for learning(Montessori, 1932, 1972; Wolf, 1989, 1991; Salkowski, 1994; American Montessori Society, 1993, 1994).

Infant and Toddler Groups:

For the youngest children, in infant and toddler settings, planning for greater competence, independence and self esteem, encourages the child to develop creative and unique responses. At the same time, talking about feelings and emotions may help Piaget's preoperational-stage children to develop empathy and the increased ability to take the perspectives of others (Whaley and Swadener, 1990). Attention should be given by educarers of the youngest children to peaceful resolution of conflicts with parents and caregivers that takes into account individual and cultural differences. (Gonzalez-Mena, 1992).

Preschool Children:

For settings with preschool children, the physical environment should be of prime importance, offering space, materials and opportunities for harmonious, interactive play. Peace education should be reflected through materials in the classroom such as posters, books and pictures depicting people from a variety of backgrounds. The establishment of a process for problem solving should assist children as they utilize materials and activities for dramatic play, art, music, library and language, science and math and in other classroom areas(Hinitz, 1994 a, b, 1995; Wichert, 1989; Beaty & Tucker, 1987). Valuable contributions to a research base for a potential peace education curriculum for this age group have been made by Crosser (1992), Jewett (1992), Edwards (1992), Hadjinsky & Stroll(1992), Marion & Stremmel (1983), and Zeech & Graul (1991). Suggested sources for activities for the preschool, including curriculum guides and activity books are in the Resource Directory in the Appendix to this paper .

Primary Grades:

At the primary level (Grades 1-3), children's literature can form a foundation for the language arts, including listening, reading, writing and oral language. In addition, it can serve as the basis for an integrated curriculum which includes all content areas, presented at the child's developmental level. Children can read and discuss books that incorporate such peace education concepts as: healthy ways to express feelings of anger and frustration, respecting the differences of others, use of critical thinking and problem solving in conflict resolution, an awakening to the concept of 'fairness,' advocacy for social justice, and concern for the environment. Children's literature can create "frames of reference for shared meanings" including starting points for dialogue on the topics of war and peace(Walter, 1993). These concepts can also strengthen communication skills. But of greatest importance, children's books can convey values that present more

responsible, more humane responses to violence. What are the consequences of anger? Are the characters engaged in violent, neutral or peaceful acts? What are the visual impacts of illustrations? All of these questions convey the messages that the peaceful resolution of conflict is a valid response that can be used also by children in their personal worlds. In addition, a possible peace education curriculum for the kindergarten-primary area has been created by Linsell(1973), among others.

Parental Involvement:

Parental involvement has been an area that many peace educators deem of equal importance. In view of overwhelming social problems that center around the embattled American family, a peace education curriculum should embrace parents as first teachers. The essence of the philosophy of Maria Montessori, has been translated into contemporary guidelines for parents (Wolf, 1989). A primary concept is that education should recognize the intrinsic value of the child's personality and provide an environment suited to spiritual growth(Wolf, 1989; Montessori, 1972). Parents are ideal partners in this vital role of their children's early education.

Parents as primary change agents in decisions affecting their children has already been documented in a widely disseminated research study known as the Early Childhood Family Education Program (ECFEP), a study of Hispanic families in Albuquerque, New Mexico. Risk factors, such as poverty, unemployment, low test scores in the community, rampant alcoholism, produced lowered expectations for the children and parents involved in the study. However, a model of problem solving involved the following changing roles for parents: collaborator; teacher working in preschool activities; leader of others ; and change agent, implementing change in their own personal situations and in the community. These actions carried out by parents documented a powerful model

for parent involvement that became embedded within the community (Chavez, 1991).

In a second longitudinal study of children in Montessori-based preschools in the Minneapolis, Minnesota area, a survey of parents was undertaken to determine whether or not education in nonviolent living skills(a peace education curriculum) was deemed of importance in their child's preschool. Overwhelmingly, parents viewed such a curriculum of value, even recommending that it be taught throughout a child's K-12 education. Furthermore, parents of children involved in a summer peace skills program noted particular growth in peacemaking in their children (Peterson, 1993). These results corresponded to the positive ones compiled by a similar survey where parents also noted growth in peacemaking skills in their children as a result of a peace education curriculum (Freund, 1989).

Hopefully, this visionary, educational model, identified as peace education, wedded to strong parental involvement, would enable children to grow up with a healthy spirit, strong character, and a clear intellect so that as adults they would not tolerate contradictory moral principles (Wolf, 1989). Specific practices that would empower parents have been suggested by several educators, such as a program where parents are invited to evaluate children's books in an evening meeting (Wichert, 1989). All of these efforts described above, recognize parents as prime partners in the child's peace education curriculum and incorporate sound educational and policy practices that are especially relevant for early childhood education.

III. Multi-disciplinary Efforts

Early childhood peace educators have observed definite progress toward recognition of a peace education curriculum or teaching conflict resolution in the schools. At the same time, the outstanding efforts of colleagues in other disciplines, such as psychology, should be acknowledged, because peace education has been given full recognition (Christie, 1991; Major, 1995).

The American Psychological Association offered an encouraging example. The Commission on Violence and Youth(APA) published a landmark study with many recommendations for public policy that specifically addressed the education of young children. Their first recommendation was recognition that early childhood interventions can "help children learn to deal with social conflict effectively and nonviolently." In addition, child care centers and parent-child training programs were cited as appropriate places to provide children with repeated and developmentally appropriate opportunities to "strengthen . . . social skills . . and learn effective nonviolent solutions to social conflict." School systems were encouraged to implement developmentally "and culturally appropriate programs for violence prevention beginning in the early years." (APA, 1993).

The activities especially of the Peace Education Task Force, Peace Psychology Division of the American Psychological Association are noteworthy. In the past year, this group defined its role as a committment "to the promotion of education about peace, nonviolent conflict resolution, ecological sustainability, and justice." One group is engaged in the development of peace education units for primary, secondary, and college level (Division of Peace Psychology Newsletter, 30 Sept. 1994). Others are integrating peace education concepts into college psychology textbooks, with some success(Zimbardo & Webber, 1994). A journal titled Peace and Conflict: Journal of Peace Psychology was inaugurated in March 1995 with the inclusion of peace education in a leading article. Here,

peace education was presented as a method "to promote tolerance and intercultural understanding, needed for a culture of peace,." (Major, 1995).

Other examples of recent attention to peace education are represented by the pioneering work of early childhood organizations, such as the National Association for the Education of Young Children (NAEYC), Association for Childhood Education International (ACEI), OMEP (Organisation Mondiale pour l'Education Prescolaire), and Concerned Educators Allied for a Safe Environment (CEASE). All have issued similar calls to action regarding the inroads of violence in home, school, and community. The increased awareness and support of colleagues in other areas of education, in psychology, and various other social sciences, provide a firm foundation for the formation of a unified action plan.

IV. An Action Plan

An Action Plan should ideally contain first, a planned period for the development of awareness, second, a carefully conceived plan for implementation of actions and third, dissemination of curriculum resources.

Each one of these efforts will be discussed:

A. Awareness

The development of an awareness phase has been the usual path for innovative practices. In the 1990s, for example, the practice of cooperative learning has been generally accepted and offers a valid model for acceptance that could be followed. The research of psychologists and educators, such as David and Roger Johnson(Johnson & Johnson, 1979, 1989, 1991) and Morton Deutsch, (1949, 1973, 1991), among others, on cooperative rather than competitive relationships in the classroom, spanned several decades before acceptance.

A distinct period of awareness of the positive aspects of peace education, as a powerful, positive influence on young lives, could follow a similar path. A

distinct period for developing an awareness of peace education, should be planned. During this period, the emphasis should be on the fact that this curriculum is especially beneficial for teaching children skills to negotiate conflict and problem solve situations in their young lives. Furthermore, as the dialogue is increased in the academic community, informed advocates should be prepared to explain and advocate that peace education is especially appropriate for the new century, with teaching nonviolence as an alternative response to conflict, and with an ecological perspective offering a promise of improved stewardship of our fragile, shared natural resources. Finally, peace educators can relate the relevance of peace education to the demands of a new society for tolerance of cultural differences - the attitudes and values that should be inherited by our children and grandchildren.

B. Implementation:

A period for implementation of peace education into early childhood education should ideally include the following areas: (1) textbooks; (2) publications, including ealy childhood journals, books, and brochures, Best Practices for Peace Education, Nonviolence and Conflict Resolution(Birth-age 8); (4) telecommunications; (5) national organizations; (6) curriculum resources; (7) formation of a National Council for Early Childhood Peace Education; and (8) a State Adoption of an Early Childhood Peace Education Curriculum.

1. Textbooks

An examination of the products of our leading early childhood education publishers reveals few references to either peace education or conflict resolution, with a few notable exceptions.

For textbooks used in teacher education courses, a few recently published ones have included conflict resolution, along with cooperation and cooperative learning (Kirschenbaum, 1995; Jarolimek & Foster, 1993). In addition, a textbook

used for courses in the social foundations of education underscored the necessity of including struggles for social justice along with issues of "individual fairness...politics of schooling . . . seen in the light of a broader concern with justice." (Stevens & Wood, 1992) In a second text for basic instructional models, inclusion of separate chapters for conflict resolution and cooperative learning are evident (Gunter, Estes & Schwab, 1995). However, influential textbooks in teacher education that shape the classroom behaviors and attitudes of teachers, as for example, Kellough & Roberts (1994) did not recognize nor include conflict resolution as an option.

In the case of early childhood education, several textbooks have made an auspicious beginning. Peace education, human rights and the World Summit for Children were included in several social studies textbooks. One included an exercise titled "How I might improve the world." (Nelson, 1990). Inclusion of conflict resolution, understanding war and teaching peace received attention in another text (Seefeldt, 1993). Peace education, including practice activities in global and peace education for the kindergarten - Grade 8 area, asked the college student to identify academic disciplines related to the activity and a concept necessary for understanding the issue (Sunal & Haas, 1993). Such attention by textbook authors suggests that peace education concepts are beginning to be addressed.

2. Publications

a. Early Childhood Journals

The journals of the early childhood education profession, such as Young Children and Childhood Education as well as related journals such as Child Development, Day Care and Early Education, Child Care Information Exchange, Journal of Early Childhood Research, and Exceptional Children do include relevant articles related to peace education concepts, some of them on an ongoing

basis. Other journals include them on rare occasions, for example, in the aftermath of the Gulf War.

The leading journals of the education community , such as the Kappan, Educational Leadership, Teachers College Record, Teaching Education, Democracy and Education, Holistic Education Review, Journal of Teacher Education, and the Journal of Early Childhood Teacher Education, could be approached for inclusion of peace education articles.

b. Books

In the past decade, 1985-1995, AERA Peace SIG members have lead the way with the publication of books on peace education: Ian Harris, Peace Education (McFarland Press, 1988); Aline Stomfay-Stitz, Peace Education in America: Sourcebook for Education and Peace (Scarecrow Press, 1993); and Gwen Turner and Theresa Bey, Making Schools a Place of Peace, (Corwin Press, in press). In early childhood education, additional publications have added to the research base in peace education: Blythe Hinitz, also from the AERA Peace SIG, contributed a book chapter titled "Early Childhood Education for Peace" in Hannah Nuba's Resources for Early Childhood: A Handbook. (Garland, 1994). Other early childhood educators have had a similar focus: Diana Levin, Teaching Children in Violent Times: A Preschool-Gr. 3 Violence Prevention and Conflict Resolution Guide (Educators for Social Responsibility, 1994); Aline Wolf, Our Peaceful Classroom, based on the philosophy of Montessori(Parent Child Press, 1991); and pioneer peace educator, Betty Reardon, Learning Peace: The Promise of Ecological and Cooperative Education(SUNY Press, 1994); and her earlier studies, Education for Global Responsibility : Teacher-Designed Curricula for Peace Education, K-12(Teachers College Press, 1988); and Comprehensive Peace Education: Educating for Global Responsibility (Teachers College Press, 1988).

c. Other Publications

Several doctoral dissertations have been the focus for peace education . Dissertations were written by Farideh Odboodiat, titled Young Children's Understanding of Peace Concepts, (Odboodiat, 1992); L.H. Levin, titled An Examination of the Role of Forgiveness in Conflict Resolution, J.E. Payne, titled The Identification and Analysis of Currently Implemented Peace Curricula in Public Schools, K-12 in Indiana, Payne, 1991); and Brenda Satchel, titled Increasing Prosocial Behavior of Elementary Students in Grades K-6 through a Conflict Resolution Management Program(Satchel, 1992). These dissertations represent research-based resources for theory and practice that could be implemented by curriculum designers in an early childhood peace education curriculum.

Numerous articles have also appeared in journals and newsletters of peace-related organizations, such as the International Peace Research Association, Consortium for Peace, Research, and Development (COPRED), the National Peace Foundation, National Association for Mediation in Education (NAME),and the Women's International League for Peace and Freedom, among others.

Interested colleagues should also be persuaded to write and publish additional materials for dissemination in the early childhood field, as for example, a pamphlet on nonviolent child care and nonviolent child rearing practices. The cooperation of colleagues in the medical, nursing, and health professions would be welcomed. As allies, such professionals could advance the cause of peace education through their direct work with parents and families, or through their professional organizations. New parents could be presented with literature ,with perhaps follow-up calls or invitations to join play groups for children, ventures already in place in hospitals in our larger communities. The American Academy

of Pediatrics, medical foundations, child-oriented organizations, could perhaps join in a collaborative venture, such as a brochure on "Nonviolent Child Rearing" or a similar title.(projects of child abuse prevention organizations in some communities). Such a publication could also serve as a medium for the prevention of violence, such as the "shaken child syndrome" and other abusive practices, as well as stress-reduction strategies for parents, specific suggestions for toys, play and leisure pastimes that could hopefully, replace a reliance on violent electronic media and video games that occupy young lives.

In other words, these efforts could underscore the vital role of parents as partners in peace education, with recognition of the importance of their earliest influences on young lives .

Best Practices for Peace Education, Nonviolence, and Conflict Resolution

The guidelines, Developmentally Appropriate Practices for Four and Five Year Olds (Bredekamp, 1986) is a model that could be emulated, though with greater attention to several concerns that have been raised by early childhood educators. Design of a similar document, perhaps tentatively titled Best Practices for Peace Education, Nonviolence, and Conflict Resolution for Early Childhood Education (Birth-Age 8) could be a valuable contribution and a firm commitment to the inclusion of peace education and nonviolent practices for school and home.

4. Telecommunications

Several networks already exist for the dissemination of knowledge, curricular practices, and a research base for the inclusion of peace education. The Peace/Net and Research/Net groups are actively engaged in such activities. The National Association of Early Childhood Teacher Educators, for example, has expanded Research/Net opportunities for collaborative research on Constructivism, Vygotskian Perspectives, and other related topics. Likewise,

interested peace educators could form a Discussion Group for sharing knowledge and soliciting ideas. From such a beginning, could arise a quarterly newsletter (also available online) for the exchange of information on new programs and publications for the guidance, growth, and inclusion of a wider circle of educators. Through America Online! individual educators are already forging similar connections with others who share their professional interests, such as a Peace Education Institute established by a Florida peace educator (Teaching Tolerance, Spring, 1995).

5. National Organizations

Several national organizations offer unique possibilities for increased collaboration and dissemination of research on curricula, programs, and resources. The following are suggested courses of action that involve specific organizations:

(1) The National Association for the Education of Young Children should be encouraged to **re-establish a Peace Education track** , which was replaced with Violence and Children as a topic for discussion and presentation at annual meetings. The Peace Education track is well-justified and should co-exist with the newer track.

(2) The National Association of Early Childhood Teacher Educators should be persuaded to establish a Peace Education Research/Net to address the concerns, issues, and perhaps a model chapter for textbook inclusion, designed primarily for pre-service early childhood teacher education students.

(3) The international early childhood organization, OMEP with an emphasis on cross-cultural early childhood education, could expand, as they have done in the past, as a catalyst for the peace education efforts of others in Japan, Israel, Sweden, Italy, Australia, Ireland, and Great Britain, (Bäckstrom, 1986; Shoji, 1983).

(4) Association for Childhood Education International (ACEI) should be persuaded to also establish a Peace Education track and continue to publish articles on conflict resolution, peer mediation, cultural diversity, ecological, and social justice concerns.

6. Curriculum Resources

A considerable number of curriculum guides have appeared in the past decade, smoothing the way for a wider acceptance of teaching children peacemaking, nonviolent living skills and to resolve conflicts peacefully, as an antidote to the increasing violence in schools. These appear in a separate section, the **Resource Directory.**

The integration of peace education into children's literature has been a noted innovation also, in the past decade. Several annotated bibliographies of children's literature have included a discussion of the issues of war and peace . Peace as a specific genre for children's literature has been suggested. Recent publications, including a scholarly treatment of the use of books on war and peace, have smoothed the way for teachers to integrate children's literature as related to peace education into the early childhood program., including a scholarly treatment of the use of books on war and peace (Eiss, 1989; Butler, 1990; Hinitz, 1990; Smith, 1990; Walter,1993).

Curriculum Handbook for Peace Education:

This publication should involve the collaborative efforts of colleagues in several disciplines, with the central theme of peace education, united around a broad base of common values. This could be a project started now and available in America's classrooms by the time that our new century unfolds.

7. A National Council for Early Childhood Peace Education :

This group should be formed as a clearinghouse for information, curriculum, policies, and programs, and as a group that could coordinate and publish the suggested Curriculum Handbook.

8. State Adoption of an Early Childhood Peace Education Curriculum:

A final step should be planning and advocacy for a State Adoption of an Early Childhood Peace Education Curriculum. This would be similar to the adoption of a Global Education initiative in several states (i.e., Michigan, Iowa), which could serve as a model to replicate. Curriculum for early childhood education should form the building blocks for the integration of peace education.

Conclusion:

Education for peace was, is, and will continue to be a goal of early childhood and other educators around the world. Stereotypes and negative, violent, warring images abound in our society. They confront us on television, in newspapers and magazines, in the pages of children's books, and in the classroom. Recent conflicts across the globe serve to underscore the need for adults to demonstrate appropriate conflict resolution, sharing and cooperation techniques in our interactions with young children, and with all human beings. There is a great need for peaceful, stress reducing, affirmation activities in early childhood and other educational settings(Hinitz, 1995a).

Of greatest importance, we can use knowledge from the past as an aid in designing the peace education of the future. The review of historical and currently available literature and the resources in the area of education for peace discussed, certainly implement the tenets of the United Nations(U.N.) Convention on the Rights of the Child as well as the Proclamation of the

International Year of Peace (I.Y.P.). In 1986, the U.N. stated that our universal ideal should be to empower humanity to live together in peace and tolerance. The Proclamation recognized that education, dissemination of information, science, and culture can all contribute to a peaceful goal. We can begin with our youngest citizens, our children in early childhood programs, who hold the promise of learning skills to resolve conflicts and to live in harmony with others, skills that will empower them throughout their lives.

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APPENDIX A
RESOURCE DIRECTORY

CURRICULUM GUIDES, CLASSROOM STRATEGIES, UNITS, NK-GR. 3 FOR PEACE EDUCATION, CONFLICT RESOLUTION, VIOLENCE PREVENTION, AND PARENTING

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